

6 month reporting date 11/28/03
 12 month reporting date 05/28/04
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 CLOSED 11/29/04

Bowdle School District Improvement Plan/Progress Report Form

Principle: 1 GENERAL SUPERVISION				
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance) <u>24:05:16:16:01 Paraprofessionals</u> Through interviews, the monitoring team found that the district has not trained paraprofessionals who are working with special needs students.</p>				
<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. The Bowdle School District will have scheduled training for all paraprofessionals in their district who are working with special needs students.</p>				
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) All para-professionals working with special needs students will receive training.</p>				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met

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<p>1. What will the district do to improve? The district para-professional will receive training regarding roles and responsibilities of a para educator providing service to students with special needs.</p> <p>What data will be given to OSE to verify this objective? The date and description of the training and who attended will be submitted to verify completion.</p>	December 1, 2003	District Superintendent Oahe Cooperative Director	On-going	Met June 04
<p>Please explain the data (6 month) Para professional training has not taken place to date. Plans are being made to bring someone in to provide the training the first of the year.</p>				
<p>Please explain the data (12 month) Para professional training was provided on January 13, 2004. Mary Weisshaar, Para-educator, attended the in-service from Bowdle.</p>				

Principle: 3 APPROPRIATE EVALUATION

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

24:05:04:02. Determination of needed evaluation data

A team of individuals, including input from the student's parents, determines what evaluation data is needed to support eligibility and the child's special education needs. The review team did not consistently see parental input into the evaluation process.

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Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

All students being evaluated will have parental input into the evaluation process.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

Parent input into all student evaluation will be acquired and documented.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
<p>1. What will the district do to improve? The district has adopted a "Parental Input into Evaluation" (OSE Form 12). Parents will receive the input form prior to consent for initial or re-evaluation evaluation.</p> <p>What data will be given to OSE to verify this objective? The district will review 100% of student files that have been initially evaluated or reevaluated and report the number of parents that received an opportunity to provide input into the evaluation process.</p>	<p>April 1, 2003 On-going</p>	<p>All Special Education Staff</p>	<p>On-going</p>	<p>Met June 04</p>
<p>Please explain the data (6 month) The data reported for all of the following goals and objectives is based on evaluations and IEP developed since the beginning of the 2003-04 school year. A new teacher has been hired and it is her work that needs to meet the requirements in each objective.</p> <p>5 students have been initially evaluated or reevaluated. Parent input into evaluation was documented in 3 of the 5 files reviewed.</p>				

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Please explain the data (12 month)

7 students have been initially evaluated or reevaluated. Parent input into evaluation was documented in 100% of the files reviewed.

Principle: 3 APPROPRIATE EVALUATION

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

24:05:04:02. Determination of needed evaluation data

School districts shall ensure, at a minimum, that a child is assessed in all areas related to the suspected disability and those evaluation procedures include a variety of assessment tools and strategies to gather relevant functional and developmental information about the child. Speech files reviewed by the monitoring team found no functional assessments. Transition assessments were missing on two students 16 or older. Four other files reviewed showed a functional assessment completed, but it was not skill specific nor carried over to the present levels of performance.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

Functional evaluations will be completed on all students being evaluated. Transition evaluations will be completed on all students by their 16th birthday. These evaluations will be skill specific and carried over into the present levels of performance for programming.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

Initial and reevaluations will include functional assessment in all areas of suspected disability (including transition and speech/language) and a written report/summary of assessment results. Assessment results will link to present levels of performance.

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Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress	18 month progress
<p>1. What will the district do to improve? When evaluating a student, functional assessment evaluation and report will be a part of every initial evaluation and reevaluation given by the district staff 100% of the time.</p> <p>What data will be given to OSE to verify this objective? The district will check 100% of all evaluations conducted annually and submit the % of evaluations that contain functional assessment reports in all skill areas affected by the disability including transition and speech.</p>	<p>April 1, 2003 On-going</p>	<p>All Special Education Staff</p>	<p>On-going</p>	<p>Not met</p>	<p>MET</p>
<p>Please explain the data (6 month)</p> <p>A total of 5 students were initially evaluated or reevaluated. Documentation was available to verify that functional assessment was administered for 80% of the student evaluated. Only 20% of the functional evaluations were analyzed into a written report which covered all areas of suspected disability.</p>					
<p>Please explain the data (12 month)</p> <p>A total of 7 students were initially evaluated or reevaluated. Documentation was available to verify that functional assessment in all areas of suspected disability was administered and analyzed into a written report for 3 of 7 of the student evaluated. Functional assessment was not available for OT and/or PT evaluation for 2 of these students. Transition assessment was not available for 1 student and achievement was not present for 1 student.</p>					

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Please explain the data (18 month)

A total of 3 evaluations were conducted and reviewed during this 6 month reporting period. 100% of the files contained functional assessment including transition and speech.

Principle: 5 INDIVIDUAL EDUCATION PROGRAM

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

24:05:27:01:01. Team membership

The regular education teacher of a student with a disability, as a member of the individualized education program team, must to the extent appropriate, participate in the development, review and revision of the student's individualized education program. In 5/5 speech files reviewed the regular education teacher was not in attendance at the IEP meetings.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

A regular education teacher will be at all IEP meetings.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

Please complete a new sheet for each goal.)

A regular educator will be present at all IEP meetings including meetings of students with speech/language needs.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
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<p>1. What will the district do to improve? A notice will be given to the regular education teachers required to be present at the IEP meeting. Meetings will be rescheduled in the event the regular education teacher cannot be present.</p> <p>What data will be given to OSE to verify this objective? The district will check 100% of IEP meeting held annually and report the % of meeting held with the regular education teacher present.</p>	<p>April 1, 2003 On-going</p>	<p>Speech & Language Therapist</p>	<p>On-going</p>	<p>Met June 04</p>
<p>Please explain the data (6 month)</p> <p>A regular educator was present at the IEP meeting in 100% of the files reviewed.</p>				
<p>Please explain the data (12 month)</p> <p>A total of 14 files were reviewed. A regular educator was present at the IEP meeting in 100% of the files reviewed.</p>				

Principle: 5 INDIVIDUAL EDUCATION PROGRAM

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Present levels: (Statement of present levels of performance that resulted in area of non-compliance)
24:05:24:05:04:03 Determination of eligibility
 The school district shall provide a copy of the evaluation report and the documentation of determination of eligibility to the parent. Five speech files reviewed showed no evaluation report or documentation of determination of eligibility.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

 All students evaluated will have an evaluation report to show eligibility determination.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

 An MDT/Eligibility document will be completed for all students who are initially evaluated or reevaluated.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress	18 month progress
<p>1. What will the district do to improve? The district will begin using an eligibility document (OSEC form 10-B) to document the eligibility category for all students initially evaluated and reevaluated.</p> <p>What data will be given to OSE to verify this objective? The district will check 100% of student files for student initial and reevaluations and report the % of eligibility document present.</p>	May 1, 2003 On-going	Speech & Language Therapist Special Education Teacher	On-going	Not met	Met

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Please explain the data (6 month)

5 students have been evaluated. The meeting to review the evaluation results and determine continued eligibility has not been held for 2 of the 5 students. Of the remaining 3 students, the eligibility document was present in 1 file.

Please explain the data (12 month)

A total of 7 evaluation files were reviewed. The eligibility document was available in 5 of 7 files reviewed. 1 preschool and 1 speech file did not contain the eligibility document used by Oahe Coop. Eligibility was documented on the cover page of the IEP.

Please explain the data (18 month)

A total of 3 evaluations were conducted and reviewed during this 6 month reporting period. The eligibility document was available in 100% of the files reviewed.

Principle: 5 INDIVIDUAL EDUCATION PROGRAM

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

24:05:27:01:03 Content of individualized education program

There was no documentation in any files reviewed of outside agencies being invited to the IEP meetings for students 16 and older.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

When appropriate outside agencies will be invited to meetings for students 16 and older.

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Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

Outside agency representatives will be invited to attend transition IEP meetings of students when appropriate.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress	18 month progress
<p>1. What will the district do to improve? The district will invite outside agency representatives to attend IEP meetings of transition age students when appropriate. The invitation will be documented by including the name of the agency/individuals position title on the prior notice for the meeting.</p> <p>What data will be given to OSE to verify this objective? The district will check 100% of files for students of transition age and report the # of times outside agency representatives were invited to attend meetings, and the number of times the outside agencies attended.</p>	May 1, 2003 On-going	Special Education Teacher	On-going	Not met	Met

Please explain the data (6 month)

Outside agency representatives were invited to attend the IEP meeting for transition age students 50% of the time. Vocational rehabilitation was invited to attend one student's meeting however they did not attend. The teacher did discuss information relative to this student and presented the information at the annual review.

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Please explain the data (12 month)

The files of 4 student's ages 14 through 16 were reviewed. Outside agency representatives were invited to the meeting for 1 student. The other 3 students did not require the presence of an outside agency representative. They were in the initial stages of the transition planning process.

Please explain the data (18 month)

IEP meetings were conducted for 1 student of transition age during this 6 month report period. The team considered participation by outside agencies and documented that "no assistance is planned or necessary at this time."

Principle: 6 LEAST RESTRICTIVE ENVIRONMENT

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

24:05:28:02. Continuum of alternative placements

Placement decisions need to be made after looking at the continuum of alternate placement. The IEP team must provide a written description of the options considered and the reasons why those options were rejected for each placement alternative considered for the student.

Two students' files reviewed had resource room listed on the modification page and one student file listed resource room in the present levels of performance.

Justification statements for student placement did not always follow the accept/reject format for placing students in the least restrictive environment.

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<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. All placement decisions will be made after looking at the continuum of alternate placement. Justification statement will review the continuum of services and utilize the accept/reject format in determining the least restrictive environment for the student.</p>				
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p>Least restrictive environment will be determined by the IEP team after the students program is developed and documented in the justification for placement using the accept/reject format.</p>				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
<p>1. What will the district do to improve? When developing the IEP, the team will consistently determine the students present levels performance, program, related services, modifications and special considerations prior to determining the students' placement.</p> <p>What data will be given to OSE to verify this objective? The district will check two files from each teacher to ensure placement is determined after the students program is developed and that placement determination are not documented in the IEP prior to determining the LRE. The data will be sent to the OSE.</p>	<p>April 1, 2003 On-going</p>	<p>Special Education Teacher</p>	<p>On-going</p>	<p>Met June 04</p>

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Please explain the data (6 month) In 100% of the files reviewed, placement was determined after the students program was developed during the discussion of least restrictive environment.				
Please explain the data (12 month) 2 files from each teacher (6 total) were reviewed. In 100% of the files reviewed, placement was determined after the students program was developed during the discussion of least restrictive environment.				
2. What will the district do to improve? The justification for placement statements written in student IEPs will be written consistently using the Accept/Reject format. What data will be given to OSE to verify this objective? The district will conduct a check of 50% of student files and report the % of justification for placement statements documented using the accept/reject format.	May 1, 2003 On-going	Speech & Language Therapist	On-going	Met June 04
Please explain the data (6 month) 100% of the justification for placement statement reviewed were written using the accept/reject format, however, 75% of the statements did not describe why the student could not receive services in the regular classroom setting.				
Please explain the data (12 month) A total of 8 files were reviewed. 100% of the files reviewed were written using the accept/reject format and described why the student could not receive services in the regular classroom setting.				